EDUC 3330-120, 80115,
PROFESSIONAL DEVELOPMENT II: EFFECTIVE INSTRUCTION
Fall 2020
Texas A&M University-Central Texas

Catalogue Course Description: Examine the relationship between the state-adopted curriculum, learner-centered proficiencies, and best practices. Study lesson cycles, models of learning, instruction, uses of technology, assessment, classroom management, micro-teaching and field experience. Classroom management lab and documentation of field experiences are required. 3 Credit Hours.

***You will be required to complete 20 hours of field experience to successfully pass this course. This semester, those may be virtual hours. More to follow as information is provided.

***Prerequisite(s): EDUC 3320 and admission to the Teacher Education Program.
Levels: Undergraduate

COURSE DATES, MODALITY, AND LOCATION
This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/].

INSTRUCTOR AND CONTACT INFORMATION
Instructor: J. Elizabeth Casey, Ph.D.
Office: WH 322N
Phone: 254.519.5491
Cell: 864.247.6542
Email: j.casey@tamuct.edu

Office Hours
Monday: 1:00-3:00
Thursday: 1:00-4:00

Student-instructor interaction
You can meet with me during scheduled office hours or by appointment (either in-person or virtually). Often, multiple students ask the same questions via email. In these instances, I typically respond through canvas in an announcement to clarify concerns for the entire class. I will get back to emails within 24 hours. I will usually respond to text messages or phone calls immediately. If I am in a meeting or engaged, I will respond the same day. Whether texting or leaving a voice mail, please tell me your name (text) and which class you are taking. Please do not hesitate to text my cell number if you are stressed about an assignment or if anything is unclear. Just begin the text with your name and the class.

WARRIOR SHIELD
Emergency Warning System for Texas A&M University-Central Texas
Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by 911Cellular [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

**COVID-19 SAFETY MEASURES**

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- **Self-monitoring**—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

- **Face Coverings**—Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
  
  If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day’s class remotely for all students.

- **Physical Distancing**—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.

- **Classroom Ingress/Egress**—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course
activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

**Course Objective:** The student will demonstrate effective practices in a field-based setting and reflect on his/her role as a professional educator as he/she moves forward on the continuum from preservice to in-service educator. Upon completion of this course, the student will be a reflective professional educator who makes effective educational decisions that support the creation of dynamic learning environments appropriate for diverse students’ needs.

**Student Learning Outcomes (SLOs):** Overall, course outcomes include three components.

**Content Student Learning Outcomes**

1. The pre-service teacher demonstrates knowledge of the state accountability system in selecting content for lesson plans (TEKS & ELPS).
2. The pre-service teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
3. The pre-service teacher demonstrates knowledge of effective learning environments that makes use of effective management techniques.
4. The pre-service teacher demonstrates knowledge of effective instructional strategies that actively engage students in the learning process and high-quality assessment and feedback.
5. The pre-service teacher utilizes technology ethically and legally.
6. The pre-service teacher recognizes the value of reflective practice to facilitate growth as a professional educator.

**Professional/Ethical Student Learning Outcomes**

All teacher candidates have had the opportunity to review and discuss the Educator’s Code of Ethics. Professional/Ethical Outcomes include acknowledgement and adherence to the Educator’s Code of Ethics as documented by student signature. In addition, all education students are expected to meet professional/ethical outcomes that meet TAMUCT Professional Expectations.

1. The pre-service teacher fulfills the professional roles and responsibilities of a teacher and adheres to legal and ethical requirements of the profession.
2. The pre-service teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

**Technology Student Learning Outcomes**

The following Technology Outcomes are infused into the learning opportunities throughout the course. Students do not need to be an expert in technology but are expected to develop the following skills meeting TEA and ISTE Standards for Educators.

1. The pre-service teacher facilitates and inspires student learning and creativity.
2. The pre-service teacher designs and develops digital age learning experiences and assessments.
3. The pre-service teacher models digital age work and learning.
4. The pre-service teacher promotes and models digital citizenship and responsibility.
5. The pre-service teacher engages in professional growth and leadership.
Competency Goals Statements (certification or standards):

**Teacher Standards**

Standard 1 - Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

Standard 2 - Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

Standard 3 - Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

Standard 4 - Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

Standard 5 - Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

Standard 6 - Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

**Pedagogy and Professional Responsibility Standards**

Standard 1 - The teacher designs instruction appropriate for all students that reflects an understanding of content and is based on continuous and appropriate assessment.

Standard 2 - The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard 3 - The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard 4 - The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

**Technology Application Standards**

Standard 1 - All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.

Standard 2 - All teachers collaborate and communicate both locally and globally to reinforce and promote learning

Standard 3 - All teachers acquire, analyze, and manage content from digital resources.

Standard 4 - All teachers make informed decisions by applying critical-thinking and problem-
solving skills.
Standard 5 - All teachers practice and promote safe, responsible, legal, and ethical behavior while using technology tools and resources.
Standard 6 - All teachers demonstrate a thorough understanding of technology concepts, systems, and operations.
Standard 7 - All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

TEExES Competencies
TEExES Competency 001: The beginning teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessment that motivates students and is responsive to their developmental characteristics and needs.
TEExES Competency 002: The beginning teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.
TEExES Competency 003: The beginning teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.
TEExES Competency 004: The beginning teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.
TEExES Competency 005: The beginning teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.
TEExES Competency 006: The beginning teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.
TEExES Competency 007: The beginning teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.
TEExES Competency 008: The beginning teacher provides appropriate instruction that actively engages student in the learning process.
TEExES Competency 009: The beginning teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.
TEExES Competency 010: The beginning teacher is a reflective practitioner who knows how to promote his or her own professional growth and can work cooperatively with other professionals in the system to create a school culture that enhances learning and encourages positive change.
TEExES Competency 011: The beginning teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.
TEExES Competency 012: The beginning teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.
TEExES Competency 013: The beginning teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

Required Reading and Textbook(s) and Materials:
TK-20: [https://www.tamuct.edu/educator-preparation-services/Tk20.html](https://www.tamuct.edu/educator-preparation-services/Tk20.html)

N.B. A student of this institution is not under any obligation to purchase a textbook from a university affiliated bookstore. The same textbook may be available from an independent retailer, including an online retailer.


TEKS:  
https://tea.texas.gov/Academics/Curriculum_Standards/TEKS_Texas_Essential_Knowledge_and_Skills

Texas Educator Standards  
http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

TExES Core Subjects test information  
http://cms.texas-ets.org/texes/core-subjectsgeneralisttests/

You are required to bring your textbook to class.

COURSE REQUIREMENTS
Participation and attendance in this course is required. There will be a sign in sheet each week. If you are late, and or leave early, it will be recorded and may affect your grade.

Course Requirements: (include point values for each- not just a percentage)

1. **TK-20** (30 pts each) student will purchase TK-20 (follow steps in link above or here: https://www.tamuct.edu/educator-preparation-services/Tk20.html) Create account and complete Clinical Teaching Application in TK-20.

2. **Learner Centered Project** (50 pts.) Students will research and create an ORIGINAL video presentation on learner-centered strategies. Develop a strategy that engages students in a learning environment. See: http://www.spencerauthor.com/student-ownership-projects/ Video presentations should be approximately 5-7 minutes. I recommend Studio in Canvas. (SLOs PPR 1, 2, & 3)

3. **Research Paper on Research Based Strategies** (50 pts.) Students will research and write an original paper about an approved research-based instructional strategy. APA Paper will be four to five pages in length on a research-based strategy for learning. **Dr. Casey will assign the topic.** (SLOs PPR 1, 2, & 3)

4. **Assessment Development Project** (75 pts.) Each student will develop 30 ORIGINAL multiple question types (15 T/F, 10 M/C, 2 Matching, 2 SA, and 1 Essay) for assigned objectives/TEKS (50 pts). Students will design instruction for diverse students based on relevant assessment criteria (15 pts). Students will differentiate instruction based on assessment (10 pts). (SLOs PPR 1, 2, & 3)

5. **Lesson Plans/Unit** (50 pts.-5@10 pts each) Each student will develop five lesson plans using a template of his/her choice (i.e., Danielson, Hunter, 5E, etc.). Students will identify TEKS for their major content area (i.e., secondary math, English, history, etc.) or identify a TEK in each area for EC-6. EC-6 majors will write LPs for 4th grade-6th grade. All five lessons will center on a particular broad topic, and each lesson will cover ONE
portion of that topic (i.e., Broad topic “Earth and Space”, five lessons “moon”, “planets”, “clouds”, etc. Students will describe the pre, during, and after instructional methods, identify a research-based strategy, and identify informal and formal assessment to determine student learning. More detail is always better. (TS SLOs 1-5)

6. Two parts:
   A. Instructional Strategies/Models of Learning Demonstration (25 pts each) Students will demonstrate an instructional strategy during a video-taped teaching demonstration. Students will teach from one of their developed LP and use technology during the demonstration. Students are not required to develop a PowerPoint, but they can create one to enhance learning. Teaching demonstration will be approximately 15-20 minutes in length and will contain: (a) correct content information beginning with activating prior knowledge (b) a research-based instructional method (throughout); (c) a reading/writing component (embedded into content instruction); (d) assessment plan (described in LP); and, (e) materials for peers. This will be something that can be shown in the video-taped lesson. (TS SLOs 1-5)
   B. Technology Activity (30 pts.) Each student will select a technology tool to incorporate in this video-taped lesson (i.e., create a Kahoot) (TS SLO 5 and all tech standards)

7. Quizzes (5@10 pts each) (50 pts) Students will complete quizzes online. Quizzes will consist of T/F, M/C, Matching, and/or Short Answer. Students will be timed. Students will have two opportunities on each quiz and the higher grade will be used for grading.

8. Final Exam (50 pts)-online and consisting of T/F, M/C, Matching, and/or Short Answer. Students will have three hours to complete exam during a 48 hour window. (SLOs 1-6)

9. Signed Field Experience Form Hang on to hours logged to date for TAMUCT TK-20. This is just in case something happens in the fall. (SLO PPR 4)

- Student learning outcomes (SLOs) are listed above.
- Rubrics for all assignments will be available in Canvas.
- Grades for paper, project, and/or written assignments will be assigned based on student’s work and grade will align with rubric guidelines. Grades for presentations will also align with rubric guidelines. Grades for quizzes and finals will be assigned based on correct/incorrect student response. Partial credit may be given on short answer and essay questions.

Grading Criteria Rubric and Conversion

These items should always match the course requirements.

Grading Criteria Rubric and Conversion

<table>
<thead>
<tr>
<th>Grading</th>
<th>Points</th>
<th>Final Grade Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK-20</td>
<td>30</td>
<td>A = 90-100</td>
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<tr>
<td>Learner Centered Project</td>
<td>50</td>
<td>B = 80-89</td>
</tr>
<tr>
<td>Research Paper – Research-based Strategy</td>
<td>50</td>
<td>C = 70-79</td>
</tr>
<tr>
<td>Assessment Development Project</td>
<td>75</td>
<td>D = 60-69</td>
</tr>
<tr>
<td>Lesson Plans (5@10 pts each)</td>
<td>50</td>
<td>F = &lt;60</td>
</tr>
<tr>
<td>Instructional Strategies/Models of Learning</td>
<td>25</td>
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</tbody>
</table>
### COURSE OUTLINE AND CALENDAR

**Complete Course Calendar**

***The instructor reserves the right to modify assignments and due dates to enhance student learning outcomes. Assignments may be altered, but no additional assignments will be added.***

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topics and Corresponding Chapters (Please read prior to class)</th>
<th>Assignment Due dates/ Reading assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introductions Syllabus, Course overview Chapter 1: Why Do Teachers Need to Know About Assessment?</td>
<td>Discussion 1 Due on 8/30 @ 11:59 pm in Canvas.</td>
</tr>
<tr>
<td>Week 2</td>
<td>Chapter 2: Deciding What to Assess Complete readings from chapter 2. Complete Quiz 1 and begin/continue working on Lesson Plans.</td>
<td>Quiz 1 Due on 9/6 @ 11:59 pm in Canvas. (Quiz 1 covers chapters 1-2)</td>
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<td></td>
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<td>Proof of TK-20 Due on 9/6 @ 11:59 pm in Canvas. (I will check-you might upload a screen shot)</td>
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<td><strong>September 9, 2020 Deadline to drop 16-week Classes with No Record</strong></td>
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<tr>
<td>Week 3</td>
<td>Chapter 3: Reliability of Assessment</td>
<td>What is reliable assessment? Dr. Casey will assign a research-based strategy for paper (check announcements). Acknowledgement of topic due and thesis statement due 9/13 @ 11:59.</td>
</tr>
<tr>
<td>Week 4</td>
<td>Chapter 4: Validity</td>
<td>Discussion 2 Due on 9/20 @ 11:59 pm in Canvas.</td>
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<tr>
<td>Week 5</td>
<td>Complete readings from chapter 5. Complete Discussion 2 and Quiz 2 and begin/continue working on LPs.</td>
<td>Quiz 2 Due on 9/27 @ 11:59 pm in Canvas. (Quiz 2 covers chapters 3-5)</td>
</tr>
<tr>
<td>Week 6</td>
<td>Chapter 6: Selected-Response Tests</td>
<td>Learner Centered project video Due 9/27 @ 11:59.</td>
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<tr>
<td>Week 7</td>
<td>Chapter 7: Constructed-Response Tests</td>
<td>References for research paper due-you must identify at least three articles through the TAMUCT library data base to report on the research-based strategy assigned to you. The references and a brief paragraph of the article is</td>
</tr>
</tbody>
</table>
| Week 8 | Review Chapters 6 & 7  
Chapter 8: Performance Assessment | Rubric Activity for Portfolio assessment. Micro-teaches uploaded. (Incorporate a technology component that you developed such as a Kahoot) Due 10/11 @ 11:59 |
| Week 9 | Chapter 9: Portfolio Assessment | Quiz 3 Due on 10/18 @ 11:59 pm in Canvas. (Quiz 3 covers chapters 6-9) |
| Week 10 | Chapter 10: Affective Assessment  
Chapter 11: Improving Teacher-Developed Assessments | Quiz 4 Due on 10/25 @ 11:59 pm in Canvas. (Quiz 4 covers chapters 10-12) |
| Week 11 | Chapter 12: Formative Assessment | Paper on Research-based strategies due on 11/1 @ 11:59. |
| Week 12 | Chapter 13: Making Sense Out of Standardized Test Scores | Assessment Projects Due in Canvas on 11/8 @ 11:59 pm. |
| Week 13 | Chapter 14: Appropriate and Inappropriate Test-Preparation Practices | Quiz 5 Due on 11/15 @ 11:59 pm in Canvas. (Quiz 5 covers chapters 13-16) |
| Week 14 | Chapter 15: The Evaluation of Instruction  
Chapter 16: Assessment-Based Grading | Lesson Plans Due 11/22 @ 11:59 |
| Week 15 | Review and complete all outstanding items. Thanksgiving Break (W/TH/F) | |
| Week 16 | Final Exam-Exam will be open from 12-8 through 12-10. You will have three hours to complete the exam. | Cumulative Final Exam (online) due on 12/10 @ 11:59 pm.  
December 11, 2020 Fall Semester Ends  
December 15, 2020 Deadline for Faculty Submission of 16-Week and |

**Posting of Grades**
- All assignments will be graded, and grades posted, in a timely manner, typically within one to three days of due date. Longer assignments, such as the papers and projects, will be graded and grades posted in approximately five to seven days.

**Important University Dates (including add/drop/holiday etc.)**

[https://www.tamuct.edu/registrar/docs/2020-2021-academic-calendars-and-final-exam-schedule.pdf](https://www.tamuct.edu/registrar/docs/2020-2021-academic-calendars-and-final-exam-schedule.pdf)

**TECHNOLOGY REQUIREMENTS AND SUPPORT**
This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.
Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.
Username: Your MyCT email address. Password: Your MyCT password

**Canvas Support**
Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.
For issues related to course content and requirements, contact your instructor.

**Online Proctored Testing**
A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

**Other Technology Support**
For log-in problems, students should contact Help Desk Central
24 hours a day, 7 days a week
Email: helpdesk@tamu.edu
Phone: (254) 519-5466
Web Chat: [http://hdc.tamu.edu](http://hdc.tamu.edu)

*Please let the support technician know you are an A&M-Central Texas student.*

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**UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

**Drop Policy**
If you discover that you need to drop this class, you must complete the [Drop Request Dynamic Form](https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FFSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612]
through Warrior Web.

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

**Academic Integrity**
Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty,
and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the Student Conduct process, [https://www.tamuct.edu/student-affairs/student-conduct.html].
If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

**Academic Accommodations**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university’s programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

**Important information for Pregnant and/or Parenting Students**

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education’s Office of Civil Rights, the Dean of Student Affairs’ Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit Student Affairs [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution’s Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the
University’s Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. By providing a practice audience for students’ ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WCONline [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams,
and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index).

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**OPTIONAL POLICY STATEMENTS**

**A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don’t agree with their behaviors and tell survivors we will support them. Your actions matter. Don’t be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php).

**Behavioral Intervention**

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting behaviors that pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. You can complete the referral online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information. If a person’s behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.
INSTRUCTOR POLICIES

*Late work is accepted.* Points may be deducted depending on circumstances. Please contact me if you miss an assignment, quiz, etc. so that we can make arrangements.

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